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ABSTRACT

This document contains three sets of rough notes designed to help community education programs. These ideas are rough notes that are intended to spell out some of the problems and issues that confront any researcher tackling the new problem of community education programs. These ideas are addressed to State Educational Agencies (SEA) interested in providing technical assistance to community education programs. (CEP). The first section, Definition, is based upon the Federal Register and tries to provide a point-by-point definition of CEP. This definition is based upon the letter and spirit of the relevant legislation. Section 2, Needs Analysis, provides a questionnaire that can be used to establish community needs. In addition, a checklist is provided that helps educators identify potential community leaders. A form is provided to record the data acquired from community leaders. Section 3, SEA-Criteria and Criteria-Based Proposal Sample, provides an example of exactly what to do when either a Local Educational Agency (LEA) or State Educational Agency (SEA) contemplates conduct a community education program (CEP). This proposal sample is based upon the 210 criteria points used to evaluate proposals. (Author)

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TITLE

OUTLINES USEFUL FOR PROVIDING TECHNICAL ASSISTANCE TO COMMUNITY EDUCATION PROGRAMS

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DATE

January 21, 1976

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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D E F I N I T I O N

(based upon Federal Register)

C O M M U N I T Y E D U C A T I O N P R O G R A M

Fact -- definitions of CEP are scarce

Helpful data

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1. WHAT IS A COMMUNITY EDUCATION PROGRAM	2
2. BASIC FACTS OBJECTIVES SPECIAL NOTES	3
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WHAT IS A COMMUNITY EDUCATION PROGRAM?

The minimum elements of a community education program are:

1. School involvement
2. Community served
3. Public facility as a community center
4. Scope of activities and services
5. Community needs
6. Community resources and interagency cooperative arrainments
7. Program clients
8. Community participation

(Pages 57936 and 57937, 106C.3 go into more detail about each of the component minimum elements of community education programs).

Basic Facts:

Total: $3.5 million is available: Public Law 93-380, Section 405(b)

Allocations: A. $.4 million for higher education institutions

B. $1.5 million for LEA's (elementary and secondary only)

C. $1.5 million for SFA (State Education Agency)

There is no indication whether this SEA amount is divisible by 50 or some other factor to determine the maximum possible grant per SEA.

Objectives:

Here is a synopsis of an interesting comment on page 57931, 3rd column: The proposed community education program emphasizes the funding of administrative rather than programatic costs because of the purpose of the legislation is to encourage the better use and coordination of existing resources and to pay the administrative costs of planning, expanding, and supporting this coordination.

I call your attention to the following:

PURPOSE: Encourage the better use and coordination of existing resources.

MEANS: Pay the administrative costs of planning, expanding, and supporting this coordination.

Special Notes:

The rules and regulations seem exceedingly complex. This is reflected in the vast number of comments made to the original guidelines.

The purposes and objectives of the community education program have been left purposely general in order to stimulate a wide variety of inputs.

MINIMUM ELEMENTS
OF A COMMUNITY EDUCATION PROGRAM

1. School Involvement

A. Direct and substantial involvement of a public elementary or secondary school

B. In the administration and operation of the program

2. Community Served

A. An identified community at least co-extensive with the LEA attendance area

B. Except where special circumstances warrant the identification of a smaller community

3. Public Facility as a Community Center

I. Main facility

a. Services concentrated and comprehensive in a specific public facility

b. For example, public elementary or secondary school, public community or junior college, or a community recreation center, or park center

c. Regardless of center, program must not be limited to one area such as recreation or adult education

II. Sub-Centers

a. Satellite or mobile facilities related to community center may be used for a portion of program activities and services

b. For example, non-public facilities which are made available for use by the public

4. Scope of Activities and Services

A. The following must be extended:

1. Program activities and services

2. Public uses made thereof

3. Scope and nature of program services

4. Target population served

5. Hours of service

B. For example, if a K-12 school is used, additional programs, activities, and services beyond the regular K-12 grade instructional program

5. Community Needs

I. Identify and Document on a Continuing Basis

a. Needs

b. Interests

c. Concerns of the community served

II. Respond to Such Needs, Interests, and Concerns

a. Systematically

b. Effectively

6. Community Resources and Interagency Cooperative Arrangements

I. Identify and Utilize to the Fullest Extend Possible All Educational, Cultural, Recreational, and Other Existing and Planned Resources Located Out of the School (Including Volunteers)

II. Encourage and Utilize Cooperative Arrangements and Other Arrangements Among Public and Private Agencies To Make Maximum Use of Existing Talents and Resources and To Avoid Duplication of Services

7. Program Clients

A. Serve all age groups. For example, preschool children, children and youths in school, out-of-school youths, adults, and senior citizens

B. Serve groups within the community with special needs for services and activities. For example, persons of limited English-speaking abilities, mentally or physically handicapped or other health-impaired persons, or other special target groups not adequately served l existing programs within the community

8. Community Participation

A. Active and continuous involvement, on an advisory basis, of institutions, groups, and individuals

B. For example:

1. Community college
2. Social, recreational, and health groups
3. Persons broadly representive of the community served
4. Parents of students in LEA
5. Residents of the community

C. Typical functions include:

1. Administration
2. Operation
3. Planning
4. Carrying out
5. Assessment of community needs
6. Program evaluation

TYPICAL PROGRAM ACTIVITIES AND SERVICES

Program activities and services offered by a community education program may include, but need not be limited to, the following suggested examples:

1. Educational, cultural, recreational, and other related community services in the form of formal classes or courses.

2. Activities making available the school and other public facilities and equipment for use by individuals or groups.

3. Services such as health or dental care.

4. Special programs for particular target populations such as those designed:

   to serve older people

   to eliminate this porportionally high incidents of suspension, expulsion, or other disciplinary actions involving students

   for persons who withdraw from school membership before completing the elementary or secondary school education

   for mentally or physically handicapped or other health/impaired persons

   to provide rehabilitation services for persons who have been in criminal or juvenile justice systems

(Page 57936, in 160C.2).

Indication of Purpose:

1. The community education program constitutes a new Federal activity (page 57926, in response to comment 1).

2. The statuatory purpose is to make more efficient use of public education facilities which are not being fully utilized (page 57928, in response to comment 10).

   A. The school must be genuinely involved in the administration of programs

   B. No particular form of administration is required.

   C. If all the school does is make its facilities available, the school is considered as playing no genuine role in the community education program (page 57928, in response to comment 11).

3. The proposed community education program emphasizes the funding of administrative rather than programatic costs because the purpose of the legislation is to encourage the better use and coordination of existing resources and to pay the administrative cost of planning, expanding, and supporting this coordination (page 57931, in response to comment 31).

   A. The cost of regular instructors, course materials, or other expenses resulting from the direct provision of services would not be allowed.

   B. In so far as community members are hired as regular full- or part-time administrative staff for the community education program, their salaries would be allowable costs.

   C. Costs incidental to the recruitment of instructors, but not the salary of the instructor, would be generally allowable.

   D. Only exceptional circumstances specifically defined in 160C.(d) might make such costs as instructor's salary allowable (page 57931, responses to comment 28 and 26).

4. The regulation focuses on short-term training at this time in order to use the limited funds available to train the maximum number of people and to have the greatest impact upon community education programs (page 57934, in response to comment 62).

5. Grants may be made to institutions of higher education in order to provide technical assistance to State Education Agencies (SEA) to train state personnel to be sufficiently flexible to meet the varied needs of many school districts. This training can include skills such as evaluation, planning, data collection, and needs and resources assessment which are transferable from community to community and can be modified to meet individual local needs (page 57935, in response to comment 64). (For more details, see page 57943, 160C.30).

FEDERAL SHARE OF PROJECTS

80%	Establish a new community education program
65%	Expand or improve a community education program for the first year
55%	Expand or improve a community education program in any fiscal year after the first year
40%	Maintain or carry out a community education program

(Page 57942, in 160C.19).

VALUABLE PHONE NUMBERS FOR COMMUNITY EDUCATION

126/245-0691: Julie England: HEW: Community Education Programs

313/238-0463: National Center for Community Education
1017 Avon Street
Flint, Michigan 48503

NEEDS ANALYSIS

COMMUNITY EDUCATION PROGRAMS

Undeniable fact --------- a needs analysis is absolutely n e c e s s a r y.

Helpful data

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1. NEED ANALYSIS QUESTIONNAIRE has been based upon pertinent information on CEP found in the Federal Register	2
2. SAMPLE COMMUNITY LEADER ANNUAL CHECKLIST and SUGGESTED LEADER CONTACT FORM have been based upon information contained in the Federal Register for various other government agencies (other than HEW)	3 3
3. DESCRIPTION outline the Federal Register on typical community education activities and services	4
4. SCOPE OF FEDERALLY ASSISTED PROJECTS outline from the Federal Register exactly what can be funded and what can't be funded	5

Attachment 1-A-4

NEED ANALYSIS QUESTIONNAIRE

(Rough Outline)

A. DESCRIPTION & BACKGROUND FOR EACH CEP

Name: _____

Start Date: _____

Program Director: _____

B. CURRENT STATUS

new
expansion
improvement
maintenance

C. FUNDING

local	$: _____;	%: _____.
state	$: _____;	%: _____.
federal	$: _____;	%: _____.
TOTAL	$: _____;	%: _____.

D. DESCRIPTION OF EXISTING PROGRAM

E. DEVELOPMENTAL & TECHNICAL ASSISTANCE FROM SEA:

F. NEED ANALYSIS AS BASIS FOR ABOVE:

*Survey with this questionnaire

G. INVOLVEMENT:

advisory council members (check all that apply)

___ community college
___ social groups
___ recreational groups
___ health groups
___ representative persons

H. NON-FEDERAL SHARE:

I. EVALUATION:

J. DISSEMINATION:

APPENDIX D

SAMPLE – COMMUNITY LEADER ANNUAL CHECKLIST

Institution/Element	Number	Not Applicable (Explain briefly)
1. Agriculture 2. Business 3. Charities 4. Civic, Neighborhood and Fraternal Organizations 5. Consumer Services 6. Culture 7. Education 8. Environment 9. Government (local, county, state & federal) 10. Labor 11. Military 12. Minority and ethnic groups 13. Organizations of and for the Elderly 14. Organizations of and for Women 15. Organizations of and for Youth (including children) and Students. 16. Professions 17. Public Safety, Health and Welfare 18. Recreation 19. Religion 20. Other		
While the following are not regarded as separate community elements for purposes of this survey, indicate the number of leaders interviewed in all elements above who are: (a) Blacks (b) Hispanic, Spanish speaking or Spanish-surnamed Americans. (c) American Indians (d) Orientals (e) Women		

APPENDIX E

SUGGESTED LEADER CONTACT FORM:

Date:

Name and address of person contacted: _____

Organization(s) or group(s) represented by person contacted: _____

Date, time and place of contact: _____

Method of contact: _____

Problems, needs and interests identified by person contacted: _____

Name of interviewer: _____

Reviewed by _____ Position _____

Date _____

Description:

Question: What do typical community education activities and services look like?

Answer: Program activities and services offered by a community education program include, but are not limited to:

Educational, cultural, recreational, and other community services in the form of regular classes or courses

Activities making available the school and other public facilities and equipment for use by individuals or groups

Services such as health or dental care

Special programs

for particular target populations such as those designed

to service older people

to eliminate this proportionally high incidents of suspension, expulsion, or other disciplinary actions involving students

or for persons who withdraw from school membership before completing the elementary or secondary school education

for mentally or physically handicapped or other health/impaired persons

to provide rehabilitation services for persons who have been in criminal or juvenile justice systems.

SCOPE OF FEDERALLY ASSISTED PROJECTS

A. General

Federal funds can be used to:

1. Plan
2. Establish
3. Expand
4. Operate
5. Provide developmental and technical assistance

B. Amount of Award

The applicable percentage of the total, reasonable, and necessary cost of the project subject to guidelines and costs generally allowable and costs allowable when specifically authorized.

C. Cost Generally Allowable

1. Leadership, coordinating, and administrative costs of

   Planning, establishing, expanding, operating, and providing developmental and technical assistance

   A. Including costs such as the salaries of community education administrators and their staff

   B. Also to be included are any community members who are employed as staff members

2. Training for such persons and for the applicants chief executive officer

3. Other costs incidental to

   A. Scheduling
   B. Assessing community needs and interests
   C. Recruiting administrative and instructional staff for the program and program participants
   D. Dissemination of information to the community and to other interested parties
   E. Obtaining community participation in the planning and carrying out of the projects and programs (including the cost related to the functioning of an advisory council, exclusive of the payment of salaries, honoraria, and the like for members of such councils)
   F. Budgeting and management
   G. Identifying and obtaining the input of other community resources

4. Other costs incidental to assisting community education programs and carrying out these functions and to building their capacity to discharge these functions.

D. Cost Allowable When Specifically Authorized

Only in exceptional circumstances are the following costs permissible:

1. Instructors salary
2. Instruction materials and equipment
3. Other incidental expenses: for example, course offerings and transportation for participants

E. Cost of Agency at Program Levels

I. Relationship of agency level costs of program

II. Developmental and technical assistance to program

A. Planning and developing applications for assistance
B. Helping to survey community education needs and resources to community
C. Planning and developing community education programs
D. Helping to establish and coordinate community education task force and advisory boards
E. Training local directors of community education programs and their staff and community teams
F. Assistance and preparation of budgets for community education programs
G. Identifying and cooperating with training programs of institutions of higher education to bring together local officials who need training which the institutions can provide
H. Helping communities to expand existing community education programs
I. Helping communities and local community education directors to develop evaluation plans and to conduct evaluations of community education programs
J. Helping communities and local educational agencies bring their community education programs into conformity with any existing state plan for community education

SEA-CRITERIA

AND

CRITERIA-BASED PROPOSAL SAMPLE

Community Education Programs

Fact -- certain SEA criteria are spelled out.

Helpful data

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2. GENERAL CRITERIA	3
OVERALL CRITERIA	
EFFECT ON QUALITY OF ASSISTED CEP's	4
EQUITABLE GEOGRAPHICAL DISTRIBUTION	
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Need for Federal Assistance	5
Plan for SEA project operation	6
Budget	8

CRITERIA FOR EVALUATION
OF STATE AGENCY
DEVELOPMENTAL AND
TECHNICAL ASSISTANCE APPLICATIONS

40 points	General criteria
80 points	Overall quality of the project
80 points	Affect on quality of assisted community education programs
10 points	Equitable geographical distribution
210 points	Total

GENERAL CRITERIA (40 pts)

1. Document a need for Federal Assistance

2. Plan sound operations

    A. Define objectives sharply

        1. Specify achievement timetable
        2. State objectives clearly
        3. Document how objectives and achievement will be measured and evaluated
        4. Document how objectives are attainable

    B. Relate objectives to needs assessment
    C. Match reasonable cost to anticipated outcome

3. Staff the project competently and appropriately

    A. Document staff qualifications
    B. Document staff appropriateness

4. Train

    A. Short-term
    B. Where appropriate

5. Disseminate

6. Coordinate at the state level

OVERALL QUALITY (80 pts)

1. Contributes to:

    A. Establish
    B. Expand
    C. Maintain

2. Develop spin-off's

3. Develop capacity to provide developmental and technical assistance

4. Results in:

    A. Exemplary and innovative CEP's
    B. Diversity of educational models

EFFECT ON QUALITY OF ASSISTED CEP'S (80 pts)

1. School involvement
2. Needs and services
3. Coordination, Consultation, & Cooperation
4. Citizen participation

EQUITABLE GEOGRAPHICAL DISTRIBUTION (10 pts)

GRAND TOTAL = 210 pts

1. The need for Federal Assistance in CEP (Community Education Programs)

   A. Surveys have been conducted and planned with the following results:

      1. SEA: NYSED: (conducted)

         Result: No one person, no one bureau, has the mandate to coordinate

      2. LEA's: Via NYSED staff: (conducted)

         Result: Some programs exist in NYS and have achieved national prominence But few other LEA's in NYS know of them

      3. LEA's: Locator Survey (planned)

         Result: Information is not currently available on where CEP's exist and/ or are planned

      4. LEA's: Needs Analysis Questionnaire (planned)

         Result:

         1. See Attachment 1-A-4

         2. No one in SEA (NYSED) has money, personnel, or time to administer this needs analysis

   B. SEA (NYSED) is willing to move but needs help in the funding of such a developmental and technical assistance project

   C. Other States and Other SEA's traditionally look to NYS for leadership

      1. NYSED can provide leadership

      2. All that is needed is a certain amount of "seed" money

2. Plan for SEA project operation by NYSED

A. OBJECTIVES:

1. Objectives overview

a. Plan a central clearinghouse for NYS CEP's

b. Establish a procedure by which LEA's can (1) request, (2) input, and (3) retrieve public CEP information and services

c. Expand this service to:

(1) surrounding states
(2) interested distant states
(3) a format and system that USOE can expand, combine, or relocate at a site of its choosing

d. Operate a model CEP Developmental and Technical Assistance Program that services LEA CEP's needing help in planning, establishing, expanding, operating, and coordinating

2. Timetable for objectives in above:

a. Plan: Clearinghouse opens on Workday 26 (Workday 1 is the date defined as such after the project is approved and funded by HEW - USOE.)

b. Establish: Procedure is operating on or before Workday 40

	DATE	AVAILABLE TO
c. Expand:	Workday 100	(Surrounding states)
	Workday 120	(Interested states)
	Workday 180	(Transportable model)

d. Operate:

5 self-referred LEA CEP's are served on or before Workday 90

10 self-referred LEA CEP's are served on or before Workday 120

20 self-referred LEA CEP's are served on or before Workday 150

3. Achievement, measurement, and evaluation of objectives

Achievement: (1) SEA - NYSED - personnel located in RCU - BOER will conduct surveys in NYSED and LEA's to locate existing and planned CEP's (See attachment 2-A-3-a). (2) The objectives, mailing address, phone number, and personnel of the SEA - CEP developmental and technical assistance clearinghouse will be publicized in RCU Newsletter (See attached copy)

Measurement:

(1) Tabulation will be made of:

(a) LEA's reporting
(b) Number of CEP's in operation
(c) Number of CEP's planned
(d) Number of LEA's interested in CEP's not included in (b) or (c) above

(2) Tabulation will be made of responses to announcement of services:

(a) Number of responses
(b) Sources of information about availability of this service
(c) Analysis of types of services and information requested
(d) Analysis of types of services and information provided
(e) Analysis of inferral between request and provision of service or information
(f) Analysis of cost, time, and personnel needed for services and information

Evaluation:

(1) If less than 300 out of NYS's 757 school districts fail to supply basic information (after followup) on existing and/or planned CEP's, the need for CEP will be judged low priority and shelved.

(2) If less than 20% of the LEA's or school districts reported planned or existing CEP's request developmental or technical services, the delivery system for these services will be judged inappropriate and subject to immediate revision

(3) If the demand for services exceeds available resources a list of priority needs will be developed to differentiate which requests are immediately serviced and which requests are deferred

B. RELATIONSHIP OF OBJECTIVES TO NEEDS ASSESSMENT

1. NEEDS ASSESSMENT (refer to section 1: NEED FOR FEDERAL ASSISTANCE) which points out SEA and LEA needs.

2. OBJECTIVES (refer to section 2: PLAN FOR SEA PROJECT OPERATION BY NYSED).

3. In brief, as a result of surveys conducted and planned, it became apparent that the top priority needs were for planning, establishing, expanding, and operating as detailed above.

C. MATCHING REASONABLE COSTS TO ANTICIPATED OUTCOMES

OBJECTIVE	COST	OUTCOME
Plan a central clearinghouse for	4 SEA half-time 3 new full-time (professional) 2 new full-time (clerical)	There will be one central clearinghouse for CEP information and services LEA's will know of clearinghouse and functions
Establish a procedure by which LEA's can (1) request (2) input, and (3) retrieve public CEP information and services	1 WATTS toll free phone number 2 round the clock operators for phone requests (5 pm to 1 pm) and (1 pm to 9 pm) 2 full-time clerks $10,000 printing $30,000 travel $5,000 phone (over and above WATTS)	Anyone who wants a CEP SERVICE can phone in at no cost Anyone who has a CEP SERVICE to offer can phone in at no cost Service is provided 24 hours a day for a wide variety of shift and poor clients When a memo can do the job, a memo will be sent rather than a expensive workshop
Expand this service to surrounding and interested states in a format that USOE can transport in whole or in part	1 full-time cost accountant 1 full-time innovation transport specialist REALLOCATION of budget items as needed $20,000 for resources (reallocatable)	A sound actuarial basis will be established for CEP services and programs Guidelines will be available that provide empirical cost estimates and ranges per client served

OBJECTIVE	COST	OUTCOME
Operate a model CEP Developmental and Technical Assistance Program that services LEA CEP's needing help in planning, establishing, expanding, operating, and coordinating	X full-time CEP specialists in each of XX BOCES PLANNING AREAS X/2 clerical help; ½ clerical help for each full-time CEP specialist $40,000 travel $5,000 communications $10,000 resources	Experienced CEP specialists will be available locally to give needed services Services are coordinated by central SEA CEP experts can be grouped and sent to other regions for front-end services